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ABSTRACT

Twelve learning activities are presented fcr children in kindergarten through grade three tc help develop skills of valuing, decision making, interpersonal relatiorships, and spatial awareness. Knowledge and skills in these areas will enable children to understand and effectively communicate with people of different cultures and lifestyles, and to participate more fully in their world. Kindergarten activities include identifying the uniqueness in thumbprints, cooperation experiences, and drawing a "me" map. Grade one activities examine personal needs and wants, characteristics of groups, and how to develop a classroom map. Activities fcr grade two focus on classroom rules, community prcblems, and location of other countries. Grade three activities study the world fccd supply and rules in the community. A buried treastre game employs skills of direction and location. Concepts, objectives, materials, procedures, and methods of evaluatcn are outlined fcr each activity. (KC)

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THERE'S MORE THAN THE THREE R'S TO THOSE EARLY YEARS

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No one would deny the importance for children of acquiring reading, writing and math skills in the primary grades, however, their learning should not be limited to those skills. A rapidly changing and increasingly complex society requires additional knowledge and skills if children are to become active participants in that society.

The increased interaction of people with a multiplicity of cultures requires that children early learn interpersonal skills that produces effective communication and getting along with a wide variety of people. Joyce indicates that evidence supports the fact that racial and ethnic prejudices are well established and highly resistant to change by age nine or ten.[1] In addition, personal flexibility and creativity, open-mindedness and tolerance of unfamiliar ideas are formed to a remarkable extent by the interactions of the four- to eight-year-old set,[2] therefore how crucial it is for children to acquire knowledge of and interact with people who have different ideas and are from cultures other than their own before their beliefs are so well established.

Young children face more decisions at an earlier age and without some understanding of what they think is important and the skills necessary to make decisions, they become confused and act without reason. Some examples of those decisions might be: Sudha is new in class and doesn't speak English, none of the kids want to help her, should I? Ralph didn't come to school today because it was his religious holiday, why should he have holidays different from everyone else? The kids didn't like it and are going to ignore him tomorrow, should I? A black family has moved next door, should I join the other kids tonight who are going to paint signs on their house? Waiting until the intermediate grades to acquire decision-making and valuing skills is obviously too late.

The media and particularly television brings news and experiences of peoples around the world into children's homes every day. It underlines the increasing interdependence of the world. That interdependence is more easily understood by children with knowledge of and the skills to locate affected areas of the world. An example might be: Trent saw a report on T.V. of the oil strikes in Iran. His mother told him that it would probably mean higher prices when she went to buy gas for their car. As a result, they would have less money to buy other things. Trent didn't understand why the strike would affect them. He had never heard of Iran. His mother suggested he locate the area on a world map and she would try to explain, but even though Trent was a third grader, he had never

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studied maps. Young children do have difficulty with spatial representation, however, according to Piaget, children by age eight or nine have the ability to imagine a spatial arrangement of objects from different points of view. Why then, shouldn't young children have the opportunity to develop these spatial relationships.

In the next few pages, there are outlined examples of learning experiences for children from kindergarten through grade three. These learning experiences should help them acquire knowledge and skills of valuing and decision-making (learning who you are and what you believe and use that knowledge to make decisions); interpersonal (learning to understand and work with others); and spatial awareness (learning about the relationships of people and places) to enable them to participate more fully in their world.

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[1]Joyce, Bruce R. "Social Action for Primary Schools." Childhood Education 46, no. 5 (February 1970):135.

[2]Ibid.

Grade	K	1	2	3
Valuing and Decision-Making	Thumbprint Concepts: self, likenesses, differences, individuality Skills: observing, identifying, recognizing likenesses and differences	Needs and Wants Concepts: needs and wants Skills: observing, differentiating, grouping, decision-making, deciding what you value	Classroom Rules Concepts: rules, decision-making, alternatives, choices, environment Skills: decision-making, valuing, expressing ideas in writing and drawing	World Food Supply Concepts: population, hunger, needs, wants Skills: valuing, decision-making, role playing
Inter-personal	Cooperation Concepts: group, cooperation, responsibility Skills: identifying, describing	What is a Group Concepts: group, leader, member, cooperation Skills: working in a group, sharing, cooperating	Community Problems Concepts: problem, social participation communication Skills: interviewing, working on a team, analyzing problems, hypothesizing solutions	Rules in the Community Concepts: rules, community, responsibility, citizen Skills: identifying, interpreting, explaining
Spatial Awareness	"Me" Map Concepts: map, location, symbol, Skills: recognizing, location, drawing	Classroom Map Concepts: map, directions, location Skills: learning directions, spatial relationships, drawing maps	Another Country Concepts: map, directions, land forms, oceans Skills: relative locations, directions, drawing maps	Buried Treasure Concepts: direction, location Skills: relative locations, using directions to locate

KINDERGARTEN Valuing

Thumbprint

Concepts: Self - likenesses - differences - individuality

Objectives: To have students identify the uniqueness of their thumbprint.
To add to their thumbprint to further express individuality.
To identify likenesses and differences among the thumbprints in the class.

Materials: Ink pads (several) - smooth paper - pencils - crayons - magnifier (optional)

Procedure: Thumbprints are definitely a very unique aspect of each individual. Have students place their thumb on an ink pad, imprint it on a piece of paper, and then decorate it by saying: "This is me singing in school," or "This is me dressed up to go to church." Other ideas might include playing a game, warm fuzzies (something to give someone who has been nice to you), fuzzy feeling faces that can be happy, sad, loving or mad, animal prints and flower prints. Other ideas?? Students may want to do a whole booklet of their very own fuzzy fun prints, or they may paste thumbprints of many different characters on popsicle sticks and put on their own dramatic productions. Teacher emphasizes that although the prints may be very similar, each individual has his very own markings that are different from everyone else in the whole world.

Evaluation: Were students able to identify the uniqueness of their thumbprint?
Could students identify likenesses and differences with other class members' thumbprints?
Were students able to further accentuate the uniqueness of their thumbprint by adding features to it?
Were students able to accept and value the similarities and differences that exist among class members?

Cooperation

Interpersonal

Concepts: Group - responsibility - cooperation

Objectives:
To describe responsibilities of members in a group.
To identify reasons why working together in a group makes some tasks easier.
To feel a responsibility for keeping their room clean.

Materials: Paper scraps - plastic trash bag

Procedure: The teacher distributes two sheets of scrap paper to each student. A volunteer must be selected from the class for a "special" assignment. Instruct students to crumple one piece of scrap paper and throw it on the floor beside their desk. The volunteer is then given a plastic trash bag and told to retrieve all the paper. When all the paper has been picked up, instruct the students to throw their second piece of paper on the floor.

At this time ask the class if they have any suggestions that may help the volunteer with his special assignment. Ideas might include having one person in each row pick up the paper for the leader, or each person picking up their own paper and passing it forward or throwing it away themselves. Select one of the suggestions to complete the task the second time.

Upon completion, ask: "Which do you think was the best way to clean the room?" (second) "Why?" (easier, quicker, worked together so one person didn't have to do all the work).

Evaluation:
Were students able to list responsibilities of a member of a group? (To cooperate with others in the group; to do their share; to listen to a leader?)
Were children able to list advantages of working together as a group?
Were they able to express how they felt when someone else had to pick up their litter?

"Me" Map — Spatial Awareness

Concepts: Location - symbol - map

Objectives: To introduce the basic understanding that a map shows location.
To use a "me" map so that familiar items can be located in relative position on an outline drawing of their body.
To introduce symbols as representations of actual parts of the body.

Materials: Butcher paper - pencil - black crayon - paint & brushes

Procedure: Children discuss what should go on the map of their body. As children make suggestions the teacher writes these on the chalkboard. The children suggest symbols to represent the parts of the body.

Eyes
Nose
Mouth
Elbows
Knees
Waist
Ankle
Wrist

Children select a partner, take turns laying on the butcher paper, and their partner then uses a black crayon to draw their outline. Switch.

The children then refer to the chart on the board and draw in the symbols to represent the location of the various body parts.

The children then paint their "Me" maps.

Evaluation:

1. Are the children able to place the body parts shown on the chart in the proper location on the "Me" map?
2. Are they able to point out what the symbol signifies on their "Me" maps as the teacher asks?
3. Could students trace a possible route from the mouth to the belly?

FIRST GRADE

Valuing and Decision-Making

Needs and Wants

Concepts: Wants - needs

Objectives: To develop the concepts of needs and wants.
To develop skill in making decisions.

Materials: Series of magazines with pictures of needs and wants. A tray with a series of small items such as pencils, construction paper, tablets, candy, etc. Be sure some of the items are needed for a later learning activity.

Procedure: Discuss with children their understanding of the concepts of needs and wants. Use some of the magazine pictures as examples. Then give children magazines to search for pictures of needs and wants. Have them paste pictures on large chart sheets under headings of needs and wants. After this has been completed, discuss what is found on each side of chart. Have children group the items under food, clothing, and shelter. Also, look for groups of things under the wants heading.

During the next learning period place the tray with the various items on the table. Give children a limited amount of play money with which to purchase the items. Be sure each child has enough money to buy the needed items, but only a small amount remaining for the candy. Explain the items that they will need to participate in the later work. Suggest they think carefully before buying. When the work period begins, find out how many purchased the things they needed. What happens if you spend money on the candy instead? Have children differentiate between needs and wants.

Follow-up discussion should include the decisions families must make over needs and wants.

Evaluation: Observation of the children's participation in the discussions. Also, check understanding as children place their pictures on the charts and when they purchase the items. Do they understand the difference between a want and a need?

What is a Group

Interpersonal Relations

Concepts: Cooperation - group - leader - member

Objectives: To develop the concepts of group, member, and leader.
To develop skill in cooperating with others to complete a task.

Materials: Construction paper - paste- design for bookmark

Procedure: Divide children into groups of four. Indicate to each group that they are to make five bookmarks. Give different materials to each member of the group so they must share and cooperate to complete the task. Don't give any assistance to the groups in organizing or indicating how they should proceed. A variation may be to assist one group in organizing. Permit them to work a short time, then stop and discuss how they proceeded. Find out if they are satisfied with their group. If so, why? If not, why not? Talk about leaders and members.

What is a leader?
What should he/she do?
Why do we need leaders?
What happens if we don't have a leader of a group?
What is a group member's responsibility?
How does a member help the total group?
What happens if a member does not do his hsare of the work?
What does cooperation mean?
Help children organize their groups and complete the task.

Evaluation: Have children fold a sheet of paper in half. On one side, draw a picture of a leader and on the other side draw a group member. Explain what each does by finding pictures of leaders demonstrating their responsibility. Paste it on the appropriate side --do the same for a group member.

Classroom Map

Spatial Awareness

Concepts: Map - directions - location

Objectives: To develop spatial awareness of relative location of furniture in classroom.
To learn directions.
To develop skill in drawing a map representation of classroom.

Materials: Large sheets of butcher paper - crayons - wooden blocks or cardboard boxes

Procedure: Have children discuss the location of various pieces of furniture in the room noting the location of their desks to others, etc. Also, decide what direction is front of room, etc. Then discuss how the furniture would look if we were above looking down upon it. Take a large piece of butcher paper and place it on the floor. Have children place the directions on the paper. Then take blocks or boxes to represent furniture in the room. Place in proper arrangement on sheet. Have children identify their desk or table. Move furniture in the room. Then ask question: "Is our map correct now?" Change blocks. Then ask: "How could we show the location of the furniture without the blocks?" Children should decide they can draw around the blocks and then remove them. Also may decide to develop a key. Discuss how the map of the room is smaller than the actual room.

Evaluation: Give children paper to take home and draw a map of their room or some room in their home. Can they draw a representation of a room as a map?

SECOND GRADE

Classroom Rules

Valuing and Decision-Making

Concepts: Rules - decision-making - environment

Objectives: To develop rules for the classroom through group participation.
To develop skill in decision-making.
To develop skill in determining what is important to you or what you value.
To develop skill in expressing ideas through writing and drawing.

Materials: Drawing and writing paper - crayons

Procedure: Discuss with children the terms decision and environment. What is a decision and what do we want our school environment to be? Divide children into groups. Each group is to decide what they think a good environment would be for our room and show this through words and a group picture. Follow up with a sharing discussion and decision making of what classroom rules will be.

Later continue discussion with decision-making in the school environment. What decisions do you have to make? Introduce the concept of alternatives and the idea that you must make choices among alternatives. Present several problems and have children list some alternative solutions to them.

1. If you had ten dollars, what would you do?
2. If you could eat anything for lunch, what would you choose?
3. If you could go anywhere, where would you go?

Have children share answers--stress that their answers are alternatives and alternatives are choices.

Evaluation: Have children write creative stories using one of the following:

1. The Hardest Decision I Ever Made
2. A Decision I Would Like to Make
3. A Decision I Have Made*

*Based on activities developed by Nancy Poland, participant in National Science Foundation Citizenship Participation Workshop at George Peabody College and implemented in Grades 2-3, East Montgomery Elementary, Clarksville, Tennessee.

Community Problems

Interpersonal Relations

Concepts: Problem - social participation - communication

Objectives: To develop skill in interviewing.
To help children identify problems in the community.
To help children decide if they can help solve community problems.

Materials: Interview pads - pencils - tape recorders if available

Procedure: After a study of the local community have children discuss the problems they think their community has. Suggest they might find out by interviewing some community members. Form interview teams. Have students prepare the questions they will ask. Role play a mock interview to give students some practice. Suggest one student ask questions, other write answers, then reverse roles with next interview. Use tape recorders if available. When children return, have them develop a chart to record their results.

Problems	What Made Them	What Can Be Done

Discuss the results. Did most teams get the same answers? Do most people in the community agree? Look over the list of problems. Can the class help with any of them? Is there someone you should tell about the problems? If you do not want children to go out into community, interview people in the school.*

Evaluation: Have children write a letter to some official telling them about the problems they found in the community.

*From Others by Dorothy J. Skeel, Second Grade Text. American Book Company, New York, 1979, p. 121.

Another Country

Spatial Awarness

Concepts: Map - directions - land forms - ocean

Objectives: To develop spatial awareness of location of another country to your location.
To identify land forms and oceans.
To develop an awareness of time necessary to travel from your country to another.

Materials: Have children locate where they live on a globe. Then locate the country they are studying. Take a string and place one end on your location and the other end on the country. Are there any oceans between you and the country? Are there any mountains? How long would it take? Have children draw an outline map of the world with land forms and oceans. Develop color key for land forms and water. Construct a model car, plane, train, and boat. Draw lines you would follow to travel from your location to the other country. Decide which forms of transportation would be necessary. Try to find out how long it would take to travel using each possible method of transportation. Place the forms of transportation on your map. Move them along during the day at the rate of travel.

Evaluation: Have a group discussion using their map. Can children readily find their location and the location of other countries?

GRADE THREE

Valuing and Decision-Making

World Food Supply

Concepts: Population - hunger - needs - wants

Objectives:
To show the distribution of the world's food supply.
To have students realize that not all people in the world get enough to eat.
To create a situation in which students can role play how they feel about the distribution of the world's food supply.
To identify needs and wants of some people in the world.

Materials: Candy (a piece for each student)

Procedure: The teacher should make the classroom into a mini model of the world. By looking at a wall map projection of the world the teacher and students should move desks and chairs together to coincide with the land representations on the map. For example, in a class of 30 the desk arrangement might look like this:

North America	Europe	Asia
xxxxx xxxx (14) xxxxx	xx xx (4)	xx x (5) xx

Latin America	Africa	Australia
x xx (3)	x xx (3)	x (1)

Inform the students that you are now going to divide all the food in the world among them. From your bag of candy, representing food, pass out the number of pieces in parentheses above, to each of the "continents." Allow students to react to their particular situation. Ask the students in Asia, "How do you feel?" "How will you divide your food supply." "Will some get more than others?" "What do you think about the group in the U.S.?" Get similar reactions from the other groups in Africa and Latin America. Now ask the group in the United States how they feel. How will they divide their food supply? Will some get more than others? Are there some families in the U.S. that have more food than other families? How do you feel about the South Americans who do not have enough food to go around? How do you think the world can solve this problem? Why don't they solve this problem easily?

This is an oversimplification of the problem and it should be pointed out that not all people in Asia, Africa, and South America are starving and at the same time not all people in the U.S. have that much food.

Evaluation:
Did students understand that some people in the world do not get enough food to eat?
Were students able to effectively role play the situation by projecting real feelings into the drama?
Did students become aware of the needs of some people in the world?
Were students able to project possible solutions to the problem?

Rules in the Community — Interpersonal

Concepts: Rule - community - responsibility - citizen

Objectives: To identify rules in the community that affect the lives of the students.
To have students put rules in their own words.
To identify why these rules are important.
To discuss what might happen if we did not have these rules.

Materials: Instamatic camera - role of film (color, 20 exposures)

Procedure: A permission form may need to be sent home to the parents to inform them of your intentions to take the class on a walk into the community to initiate a unit of study on "rules in the community."

The teacher may then take the students on a tour of the school grounds and part of the community. Take along a camera and a roll of film for 20 exposures. Throughout the tour pictures should be taken of student(s) in the class following some rule. The students in some way should attempt to demonstrate the rule. For example, a student could cross a street between the white lines of the cross-walk and point to them; point to a green light as the street is crossed; walk facing traffic; pick up litter and throw in trash can; put finger to lip for quiet as library is visited; hold up one finger while sitting on swing in playground to signify only one rider at a time; point to no running sign while walking by.

Imagine the excitement when the photos are developed! Each of the students should appear on one of the photos, individually or as part of a group demonstrating some rule. Mount the pictures on colored construction paper for a bulletin board or in the school display case. A caption should be decided upon by the students. Examples might be: "Our Gang Follows the Rules," "Room 7 Knows the Rules; Shows the Rules."

Discussion in the class could develop around the pictures. For example: What rule is Angela showing? Is that a good rule? Why? When do we follow that rule? What would happen if we didn't follow that rule? Why do good citizens follow rules, even when no one is around to make sure they do?

Evaluation: Were students able to identify important rules in the community that directly affect them?
Were students able to correctly explain these rules?
Did the students justify why these rules were good?
Were students able to predict what might happen without these rules?
Could students explain why a good citizen follows these rules all the time and not just when others are watching? (Personal safety; cooperation with other members in their community to do their part).
Were the students interested in making a display of their pictures showing community rules?

Buried Treasure

Spatial Awareness

Concepts: Direction - location

Objectives:
To reinforce movement associated with the four major cardinal directions (N. S. E. W.).
To demonstrate that knowledge of the four directions is helpful in finding a particular location.
To actively involve students in learning associated with spatial awareness.
To introduce that a map uses directions to help find locations.

Materials:
A "buried treasure" (with enough "treasure" so that all students can enjoy a treat after the discovery is made).
4 small circles about the size of a baby jar lid cut from construction paper.
4 signs showing each of the 4 cardinal directions placed on the appropriate sides of the classroom.
A crinkly old piece of paper with markings on it to serve as the treasure map.

Procedure:
The teacher preparation is minimal but must be done ahead of time. A bag of treats should be purchased the day before to become the buried treasure. Tootsie rolls, minature candy bars, or suckers all make fine treasures. Place in brown bag or small box and mark Buried Treasure in big letters on the outside. This must be kept out of sight in teachers desk, locker, closet, or big brown grocery bag. The teacher then makes four clue cards that will be hidden in the room. Four small circles made by tracing the outline of a baby jar lid over construction paper works very well for the clue cards. On the front side of each card the teacher writes clue #1 to clue #4. On the back are placed the big letters S, E, A, T.

Front	Clue #1	Clue #2	Clue #3	Clue #4
Reverse	S	E	A	T

These clues must be hidden in the room, number side up. Be sure that one is placed on each side of the room so that all four directions will be used. Don't make it too tough for the pirate to find! Hiding each of the clues has to be done just before the activity begins and the students, of course, have to be out of the room. This may be done while they are out to lunch, recess, or the restroom. Along with hiding the four letter clues the teacher must also hide the final mystery clue that will show the students where to dig for the buried treasure. Tape this on a 3 x 5 card under one of the student's chairs. Instructions for this must be kept simple as first grade reading skills are limited. An example might be "Look - Teachers Desk" with an X marked on the middle drawer where treasure is hidden.

Hold up a road map, point to a wall map, or have a picture showing a map and ask the students, "Who can tell me what this is?" (map)

"Why do we have maps?" (to show us how to go from one location to another, to find places) Don't dwell at this time on too much discussion. "Has anyone ever heard of a treasure map?" (yes - probably) "What does a treasure map do?" (leads us to Buried Treasure) Teacher makes statement, "Look what I happened to find!" As this statement is make the teacher holds up a piece of paper representing a treasure map. For the map to look authentic a few burn marks, tears, and wrinkles would add much. Some wiggly lines and letters of directions also help.

The teacher must pretend at all times that he/she is following the directions from the map, while really expert judgment in number of steps and knowledge of the hidden clues' locations are all that are needed.

Going on a treasure hunt requires a lot of help. To read a treasure map one must know directions. What are the four directions? (N.E.S.W.). In this room where do we find East? (if not allready marked, its where you find the morning sun) What direction is opposite of E? (W) Where would we find North? (left of E) South? (right of E) Have children volunteer to hold each of the four directions printed on construction paper in the appropriate part of the room. Have another volunteer stand at the board and tape the clue, letter side out, in the right space as they are discovered. Teacher has marked in big letters, on the chalkboard, Buried Treasure Mystery Clue. There are four lines drawn and numbered on the chalkboard.

_____ _____ _____ _____

#1 #2 #3 #4

As each clue is found it is taped to the corresponding number on the board, letter facing out, so that when all four are found the word "seat" will be spelled out.

Begin the treasure hunt by selecting a volunteer to be the first "pirate." Have the pirate stand on the place designated as the starting point. It may be marked with an X and should be somewhere near the center of the room. Begin to "read" directions from the map (only pretending to read, remember). Example, face N, proceed 5 steps to the N. Stop, face E. Walk as far to the East as you can (some may want to walk toward the person holding the sign. Remind them the direction to the East, etc., is straight from where they are and if they turn towards the person, they may be heading the wrong way). Don't move, look all around until you see something that looks like a clue. When a student discovers the clue (first letter), have him/her take it to the person at the chalkboard who will place it on the appropriate line, letter showing. Select pirate number two, direct him to go to location where last clue was spotted. Begin again, keeping directions simple and allowing not more than two or three changes of directions. For example, face West, walk 10 small steps; stop; face S, walk as far S as you can, stop; face W again, don't move.

Look carefully for another clue. Do this same procedure until all four clues are found and placed on the chalkboard and spell out the word SEAT as the mystery clue. Teacher asks, "Who knows what the mystery clue says?" (Seat) "What do you think that means?" Quickly someone gets the idea that it has to do with a chair and individuals begin looking under their chairs until someone discovers the secret clue. After the individual yells that the clue was found the teacher asks, "What does the clue tell you to do?" A friend may be asked for assistance. Do not hurry the students. Allow them time to try and figure out the clue. Finally, someone will solve the mystery and dig up the buried treasure. Have someone pass out a share of the treasure for all to enjoy.

After the excitement subsides and all children have received a share of the treasure, and are relaxing with their treat, the teacher must follow up with the question, "How did our map help us?" (It showed us where to look for the treasure) "How is our treasure map like these other maps?" (It helps us get from one place to another; it helps us find where we want to go) "Why are directions important?" (They show us where to go; they help us to find places)

Evaluation:

Were students able to move in the proper direction on the teacher's command?
Were students able to locate the four hidden clues by following the teacher's directions?
Were students actively involved in the outcome of their learning?
Were students able to relate their experience with finding the treasure by following a treasure map to finding a city by using a road map?

Evaluation Procedures:

1. Hold up a road map or point to a wall map and ask: "How is this map(s) like our Treasure Map?" (Helps us to find places)

2. Prepare a simple ditto with an object in each corner of the paper. Ask students to tell you which direction you are going when you go from Point A to Point B.

3. Have students identify in which direction of the room do you find the window; door; closet; chalkboards; etc.

4. Have students give directions for moving to actual locations in the school. For example, to get to the principal's office, I would leave this room, turn East to the end of the hall, then turn South and go to the main door, and turn West into the office.